

**Common Core State Standards
Implementation Survey:**

**STATEWIDE SUMMARY
OF RESULTS**





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Sacramento, California
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Consortium for the Implementation of the Common Core State Standards

Development of the survey was coordinated by the
California County Superintendents Educational Services Association (CCSESA) and the
Sacramento County Office of Education

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Report Highlights

- This report provides information about the process and state of implementation of the Common Core State Standards (CCSS) from 818 school districts throughout California representing about 83% of the 6.2 million K-12 public school students.
- The school districts provided responses to a CCSS Implementation Survey that focused on nine main areas of CCSS implementation: 1) Capacity Building and Leadership; 2) Sequencing of CCSS Implementation; 3) Communication; 4) Curriculum Review; 5) Instructional Materials and Electronic Resources; 6) Professional Development; 7) CCSS-aligned Assessment; 8) Technology to Support Instruction, Data, and Assessments; and 9) Assistance and Support. The survey is included in this report in Appendix A. Detailed information for each question, for the state and by the 11 regions, is included in Appendix B.
- Half of school districts reports having a formal, written CCSS implementation plan; all school districts participating in this survey are engaged in CCSS work.
- Professional development of teachers, site leaders, and district leaders were the most common components included in CCSS implementation plans.
- School districts that began implementing the CCSS two to three years ago often chose a phase-in approach that focused on grade levels, content areas, or a combination of the two. School districts that began implementing the CCSS more recently are often opting for an “all at once” approach.
- Slightly more school districts have chosen to go with an integrated sequence (32%) than continue with the more traditional mathematics sequence (26%). Over 40% of school districts have yet to select a mathematics sequence.
- The majority of school districts report that they are not currently offering accelerated options for teaching the 9th grade high school mathematics course in middle school or offering accelerating mathematics pathways in high school, or are still in discussions about the best ways to meet the needs of their students.
- Gaps exist in school districts’ communication about the CCSS or the shifts in the CCSS-aligned assessments with key stakeholders like parents, students, community members, local business leaders, and the local media.
- There is strong awareness of the CCSS in school districts throughout California. More than 75% of school districts report that all their teachers have been part of discussions about the major changes in the CCSS for both English-language arts (ELA) and mathematics.
- Substantially fewer school districts report that their work with the CCSS is beyond the awareness stage. Teachers in all grades at about half of school districts understand the content, structure, and organization of the CCSS and have examined

the skills (ELA) or progressions (mathematics). The creation of CCSS units or lessons, or the alignment of existing units or lessons to the CCSS, is either planned or has not yet taken place in 45% of school districts.

- About 60% of school districts anticipate purchasing CCSS-aligned instructional materials in mathematics over the next 18 months, whereas only one-third of school districts report an anticipated purchase of ELA instructional materials in that same time period. Both findings reflect the State Board of Education's adoption schedule.
- School districts are using a variety of approaches to ensure that their site administrators and teachers are trained in the CCSS. Survey results show that a majority of school districts report that all their site administrators have received training in the CCSS in both ELA (71%) and mathematics (68%). However, substantially fewer report that all their teachers have received training in ELA (42%) or mathematics (39%). On average, school districts are expecting about 40 hours a year of training on the CCSS for both site administrators and teachers.
- Just about one half of all school districts report that teachers have identified strategies and resources to support the transition to the CCSS for English learner students or students with disabilities.
- School districts are optimistic that they will be able to assess all of their students using computers in 2014-15, the first year the Smarter Balanced assessments become operational. About three-quarters of all school districts plan to administer the computer-adaptive assessments to all their students at all their schools. Only 2% report that they plan to take advantage of the paper-pencil option.
- About 60% of school districts report offering keyboarding skills to their students. Students in grades two through eight are the biggest focus, followed by students in Kindergarten and grade one. High school students are being offered keyboarding skills in only 10% of the school districts participating in this survey.
- Most school districts plan to spend their one-time CCSS implementation funds fairly evenly across technology, professional development, and instructional materials.
- The biggest challenges in implementing the CCSS focused on time and resources. Technology needs and the enormity of the instructional shifts in the CCSS were also frequently mentioned as challenges that school districts continue to address.
- Areas for assistance identified by school district leaders include time, resources, and access to a system of support and resources, including guides, templates, and samples of scope and sequence documents, pacing guides, lesson plans/instructional units. Also mentioned were needs for assistance navigating the upcoming textbook adoption process, identifying high-quality, affordable professional development, and focusing on technology plans and needs.

Introduction

In August 2010 the State Board of Education (SBE) joined 46 other states in adopting the Common Core State Standards (CCSS) in English-language arts (ELA) and mathematics for the 6.2 million K-12 public school students in California.

Since that time, school districts throughout the state have been determining the best approach for their teachers, their students, and other stakeholders for transitioning from the 1997 standards to the CCSS. Little information on a statewide basis exists about the various approaches, and the successes or challenges associated with those approaches, that school districts have been using to implement the CCSS.

In order to gain concrete information about CCSS implementation from school districts throughout the state, a survey was developed by the Consortium for the Implementation of the Common Core State Standards. The survey was designed to gather information from school districts about their implementation of the CCSS in nine key areas. The survey is included in this report as Appendix A.

1. Capacity Building and Leadership Formation
2. Sequencing of Common Core State Standards Implementation
3. Communication
4. Curriculum Review
5. Instructional Materials and Electronic Resources
6. Professional Development
7. Common Core State Standards-Aligned Assessment
8. Technology to Support Instruction, Data, and Assessments
9. Assistance and Support

The survey had two purposes. Its first and main purpose was to gather and synthesize information about school districts' implementation of the CCSS into clear, concise, and actionable data for state-level policy makers. The second purpose was to provide information to County Offices of Education (COEs) about the level of CCSS implementation in districts within their county, allowing COEs to target and focus technical assistance and support in areas of demonstrated need.

Data Collection Methodology

Coordinated by the Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Association (CCSESA), representatives from the 58 COEs conducted the survey on behalf of the Consortium. In most cases survey responses from school districts were gathered via a telephone interview between a COE staff member and the school district superintendent or his/her designee. Surveys were conducted between mid-September and mid-October 2013.

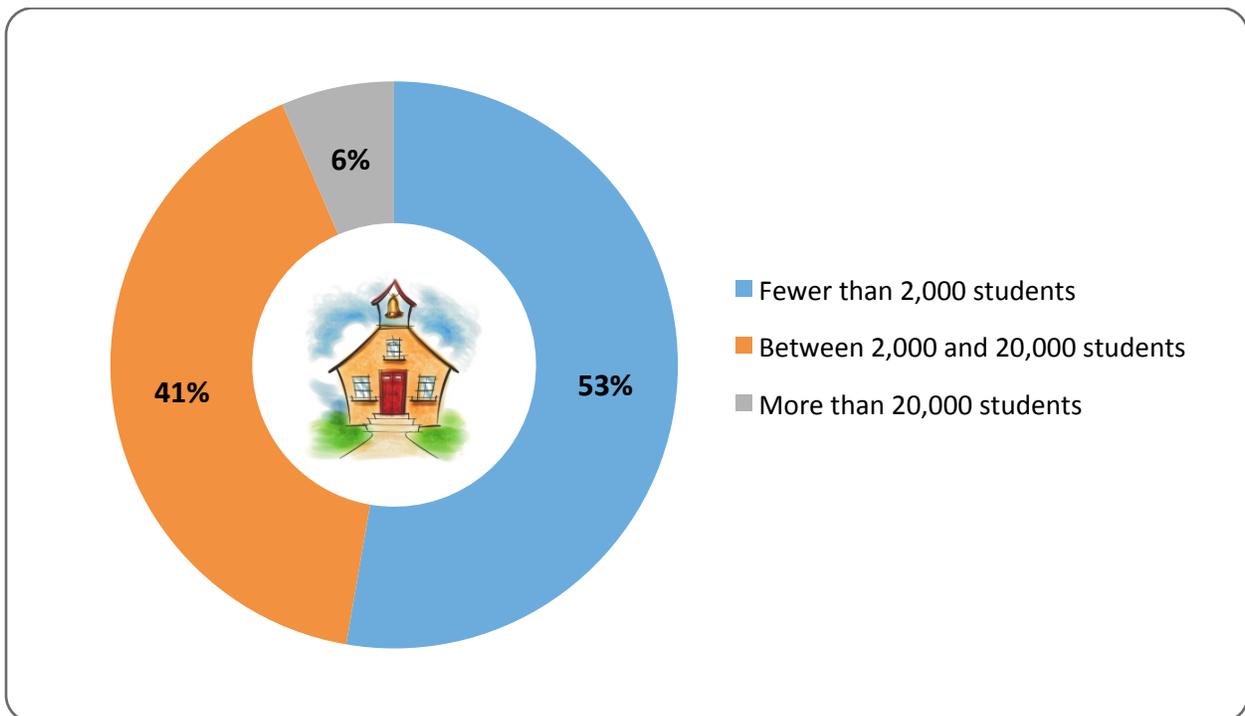
Description of the Sample

Survey responses were gathered from 818 school districts, or just over 80% of all school districts in California. These school districts represent 83% of California's public school enrollment. All but two counties were represented in the sample.

Just over half of the school districts identified themselves as rural (57%), while one-third identified themselves as suburban, and 10% identified themselves as urban.

About five percent of the school districts responding to the survey enroll more than 20,000 students, 41% enroll between 2,000 and 20,000 students, and the majority (53%) enroll fewer than 2,000 students.

Figure 1
Student Enrollment of School Districts Participating in the CCSS Implementation Survey



Report Findings

Results from the 818 school districts provided clear insights into the current implementation of the CCSS and school districts' plans for the next 18 to 24 months. The CCSS Implementation Survey can be found in Appendix A. Detailed information about responses to each survey question for all participating school districts and by CCSESA region can be found in Appendix B.

Capacity Building and Leadership Formation

The first section of the survey included a few questions that focused on identifying the key members in each school district and at each school site responsible for CCSS implementation. (See Questions 1 and 2 in Appendix A.)

Over 90% of school districts reported integrating CCSS implementation activities into the work of their existing district leadership team. The survey also asked about responsibility for CCSS implementation at the school site level. Over 90% of school districts reported identifying school site teams as responsible for CCSS implementation at "All" or "Nearly All" of their school sites. Paralleling the situation at the district level, most school sites have utilized existing site leadership teams as their main vehicle for CCSS implementation. Some school districts commented that the implementation of the CCSS gave them a chance to adjust the membership of those site teams and provide additional leadership opportunities for some of their teachers who may not have previously been part of the school leadership team.

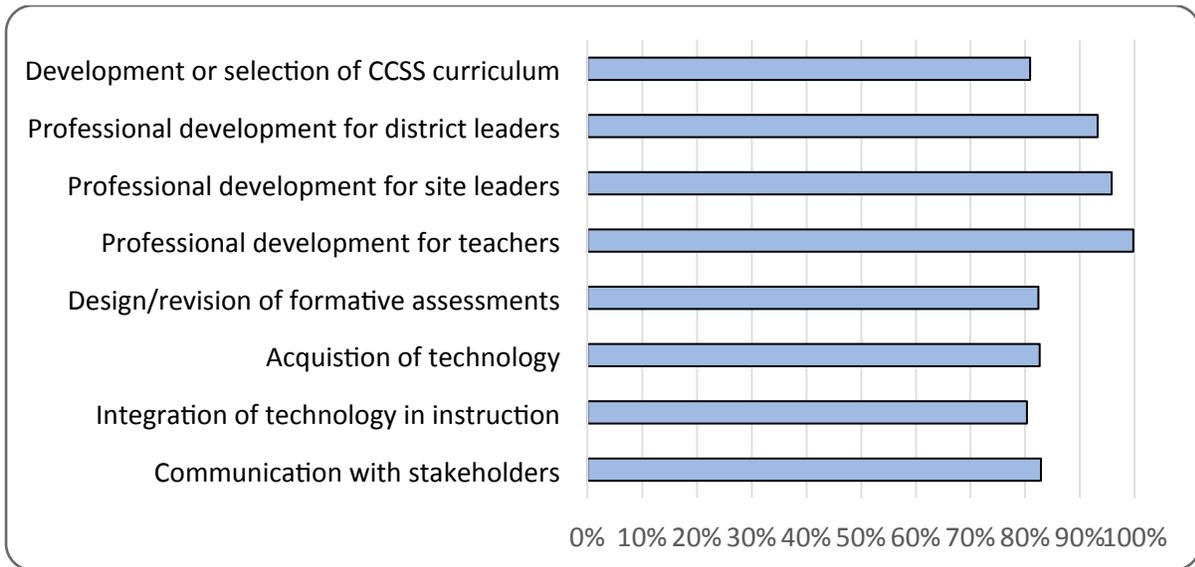
Sequencing of Common Core State Standards Implementation

This section of the survey asked school districts about their formal written plans for implementing the CCSS and the components included in those plans. Questions also were asked about the type of approaches that school districts have been using to implement the CCSS, with a specific focus on mathematics instruction at middle and high schools. (See Section II of the survey in Appendix A, Questions 3 through 8.)

About half of school districts reported having a written plan that describes the implementation of the CCSS in their district. About half of those plans have been approved by the local school board. The survey also asked about the various areas or components included in the CCSS implementation plans. Figure 2 shows the percentage of school districts that reported that their CCSS implementation plan included information about each area.

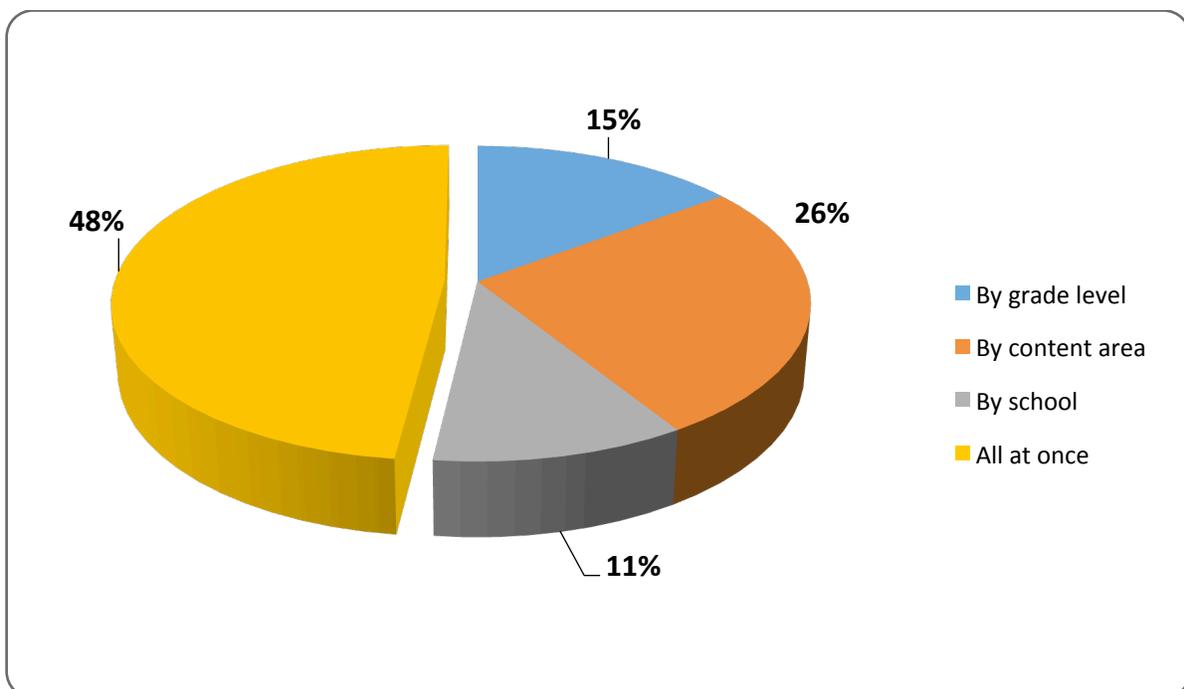
Professional development for teachers, site leaders, and district leaders were the most often mentioned components of school districts' CCSS implementation plans and were included in more than 90% of all written CCSS implementation plans. Other components of the CCSS implementation plan such as communication with stakeholders, development or selection of CCSS curriculum, and integration of technology in instruction were mentioned by about 80% of school districts.

Figure 2
Percentage of School Districts That Included Each Area in Their Written CCSS Implementation Plan



As with any new initiative, there are a variety of approaches school districts may adopt for implementation. Figure 3 shows that close to half of school districts are implementing the CCSS with an “all at once” approach. About 25% of school districts described their implementation of the CCSS as “by content area,” 15% “by grade,” and 11% “by school.”

Figure 3
School District Approaches to Implementing the CCSS



While the survey asked school districts to choose the one answer that best described their approach to implementing the CCSS, many school districts described their approach as a combination of “by grade” and “by content area.” For example, many school districts described an implementation approach that focused on one content area in some grade levels in one school year, with expansion to other grade levels within the same content area in subsequent years before moving to implement the CCSS in the other content area (see Example A in Table 1). Other school districts described an approach that focused on implementation in both content areas with a few grade levels in the first year, expanding to other grade levels over time (see Example B in Table 1).

Table 1
Examples of CCSS Implementation Strategies

Implementation Year	Example A	Example B
Year 1	ELA, grades K-5	ELA, grades K-5 Mathematics, grades 9-12
Year 2	ELA, grades 6-8	ELA, grades 6-8 Mathematics, grades K-5
Year 3	ELA, grades 9-12	ELA, grades 9-12 Mathematics, grades 6-8
Year 4	Mathematics, grades K-5	N/A

Length of CCSS Implementation Plans

Of those districts with a written CCSS implementation plan, over 40% of them reported 2011-12 or earlier as the first year of their plan; about one-third reported the 2012-13 school year as their first year; and about one-quarter reported the current school year (2013-14) as the first year of their plan.

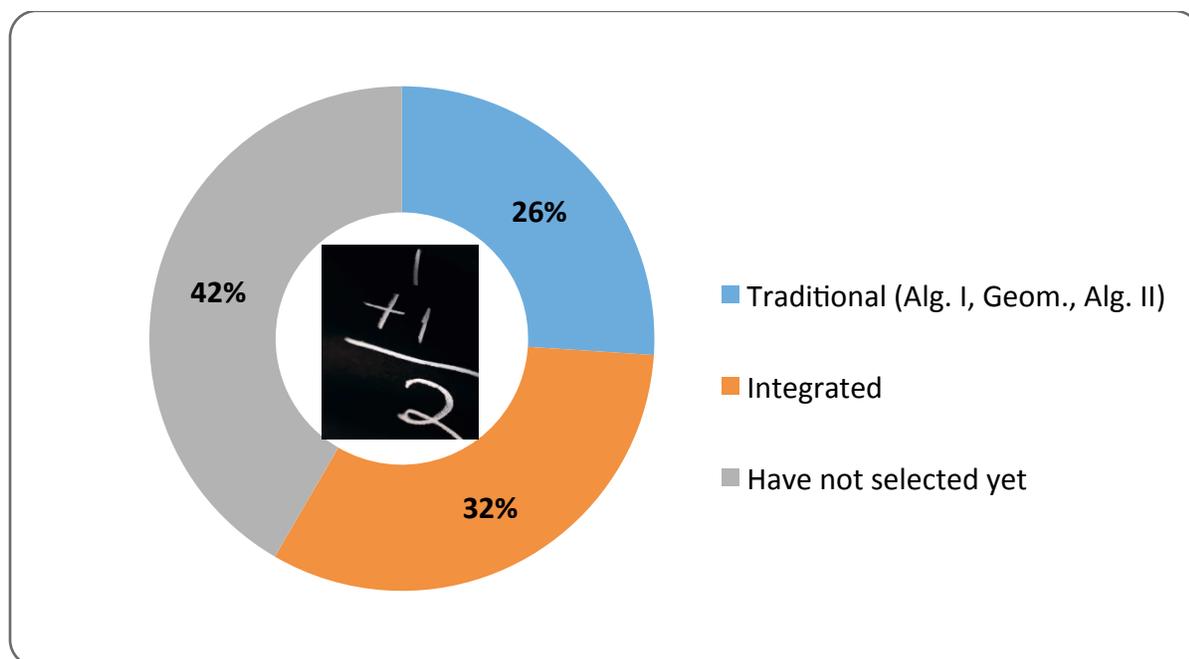
Many districts plan to annually review and update their CCSS implementation plan based on the prior year’s implementation and identified needs. About half of school districts expect CCSS implementation to be complete in 2014-15 (i.e., the year that the Smarter Balanced assessments become operational). One-quarter did not expect to complete their CCSS implementation until after the 2015-16 school year.

Implementation of the CCSS in Mathematics

Much attention has focused on the CCSS in mathematics, especially in regards to middle and high school mathematics sequencing. Three survey questions asked school districts about their plans for sequencing mathematics and providing accelerated options in both middle and high school (see Questions 6, 7, and 8 on page 5 of Appendix A).

Figure 4 shows that slightly more school districts have chosen to go with an integrated sequence (32%) than continue with the more traditional mathematics sequence of Algebra I, Geometry, Algebra II, and Trigonometry/Pre-Calculus (26%). Over 40% of school districts have yet to select a mathematics sequence. School districts cited a variety of reasons for not yet having selected a mathematics sequence, including the need to coordinate with the high schools or a neighboring high school district, continuing discussions about the best approach for their students, or waiting for local approval.

Figure 4
Proportion of School Districts Selecting Mathematics Course Sequence Options



When asked about how they are choosing to offer accelerated options for teaching the 9th grade high school course in middle school, most districts indicated they are not currently offering accelerated options (30%) or are still in discussions about the best way to accelerate mathematics, or they are using other methods to accelerate (28%). About one-quarter of school districts report acceleration in grades six and seven.

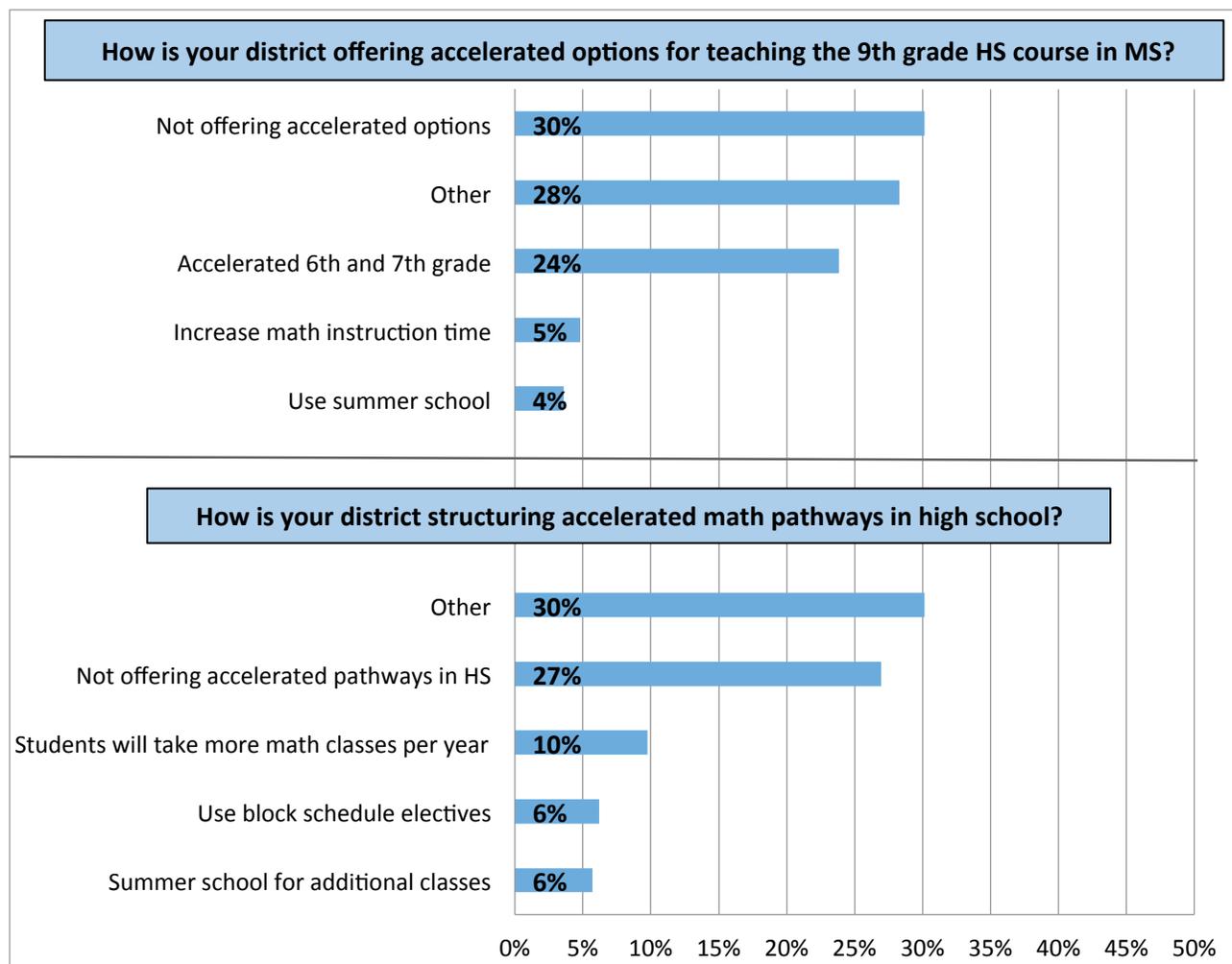
Of those school districts that reported using other acceleration methods for teaching the 9th grade high school course in middle school, many reported accelerating in grades seven and eight, some reported the use of distance learning or other online course

delivery systems, and still others reported use of before- or after-school options. There is evidence from the responses to this question that there is a greater need to understand the acceleration options or pathways for mathematics in middle school.

An additional question was also asked about how school districts are structuring accelerated mathematics pathways in high school. As with the question above, most school districts indicated that they are not currently offering accelerated pathways in high school (27%) or are still evaluating the various options (30%). About 10% of school districts report that students will take more math courses per year; 6% report utilizing summer school; and 6% report taking advantage of block schedule electives.

Of those school districts reporting that they are still evaluating various options, some mentioned use of compressed or compacted courses (i.e., teaching more material), dual enrollment in community college, and online options.

Figure 5
Percentage of School Districts Using Different Approaches for Acceleration of Mathematics Instruction



Communication

The survey questions in this section focused on the ways that school districts have communicated about the CCSS with various stakeholders. (See Section III of Appendix A, Questions 9 through 13.)

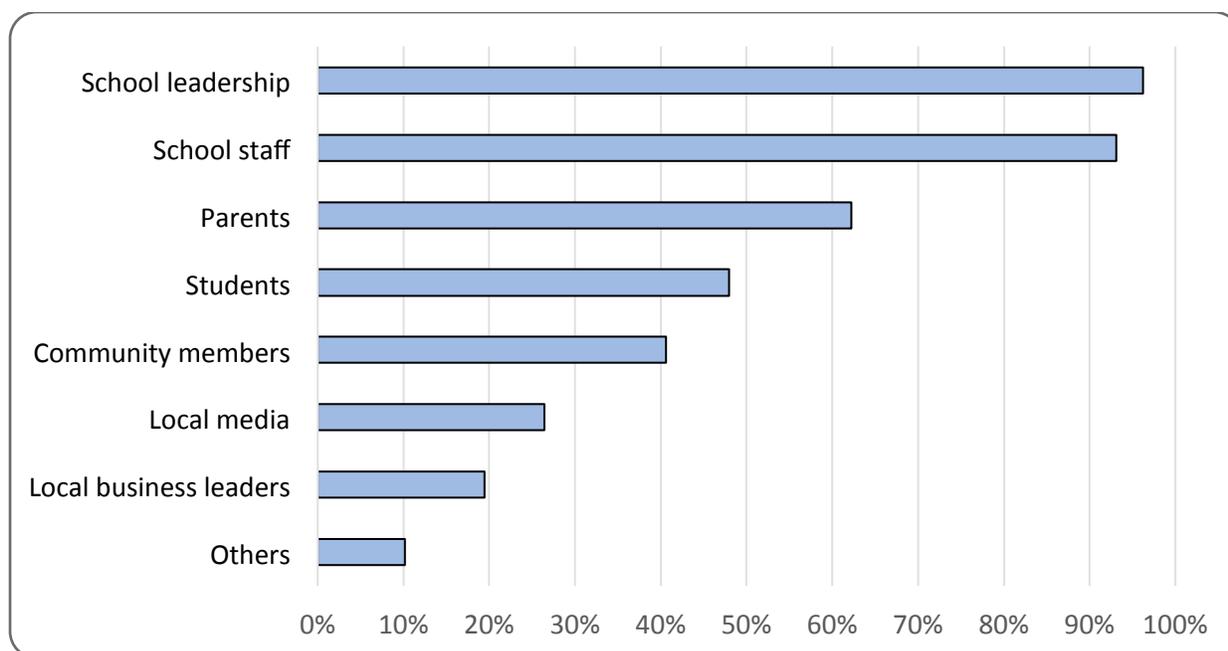
A majority of school districts have provided their local school board with presentations and information about the CCSS, with many of them presenting regularly scheduled updates. About two-thirds of school districts have provided their local school board with a presentation about the new assessments.

School districts were asked to report on the degree of communication they have had or plan to have with eight different groups of stakeholders (see Figure 6).

Nearly all school districts have talked with school leadership and school staff about the CCSS, but substantially fewer have talked to other stakeholders like parents and students. Just over 60% of school districts indicate that they have already talked to parents about plans for implementing the CCSS or the changes they can expect.

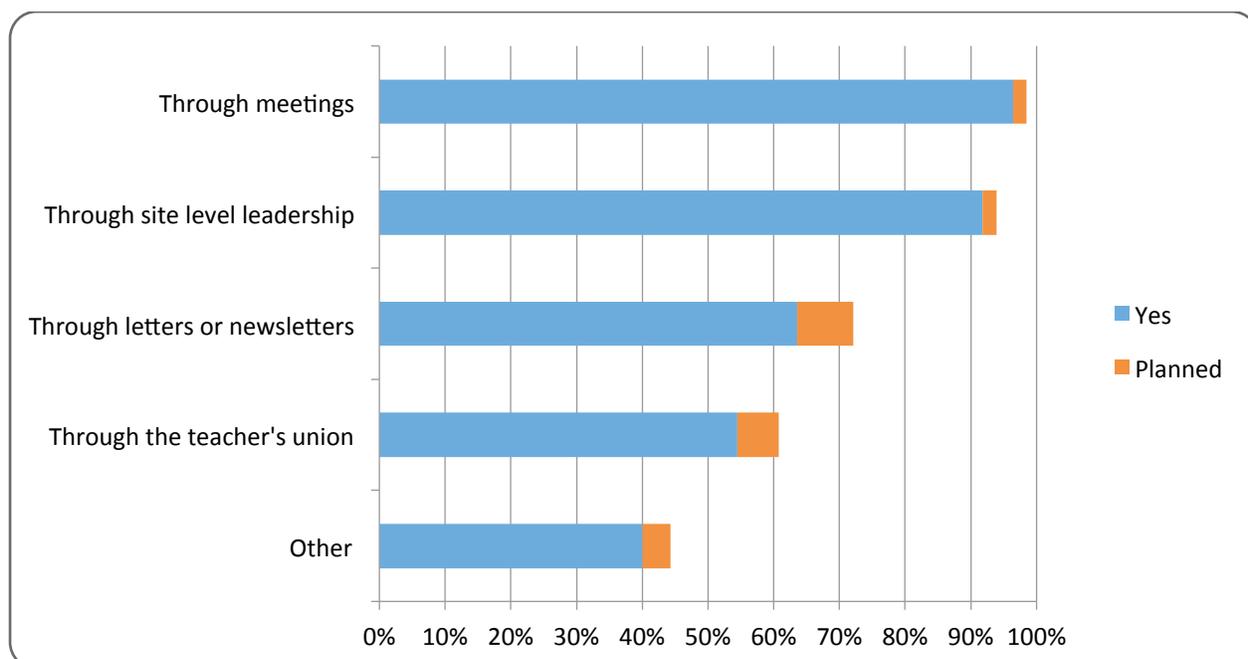
Another 30% of school districts plan to talk to parents, but haven't yet initiated those conversations. Fewer than half of school districts have talked to students about the CCSS and the differences that they can expect as implementation continues. Only 40% of school districts have talked to community members and less than one-third of school districts have spoken to their local media or local business leaders about the CCSS.

Figure 6
Percentage of School Districts That Have Communicated with Each Stakeholder Group About the CCSS



The survey further queried school districts about the methods they are using to communicate specifically with teachers about the CCSS. Figure 7 shows the percentage of districts using each method to communicate with teachers about the CCSS. The most common method of communicating with teachers about the CCSS has been through meetings, closely followed by communicating about the CCSS through site level leadership. Fewer school districts are using letters or newsletters or the teacher’s union as primary vehicles for communicating with teachers about the CCSS.

Figure 7
Percentage of School Districts That Have Used or Plan to Use Each Method to Communicate with Teachers About the CCSS



Curriculum Review

Questions in this section of the survey focused on the degree to which school districts have reviewed the CCSS with administrators and teachers (i.e., awareness), and each school district’s progress in developing or creating scope and sequence documents for the CCSS and CCSS-aligned units and lessons (i.e., steps toward implementation). (See Section IV in Appendix A, Questions 14 through 23.)

Awareness of CCSS

Nearly all school districts have discussed the major changes in the CCSS in both ELA and mathematics with administrators and 80% or more of school districts report having also discussed the major changes in the CCSS with teachers (see Figures 8 and 9).

Figure 8
Extent of Discussions with Teachers About the Major Changes in the CCSS for ELA

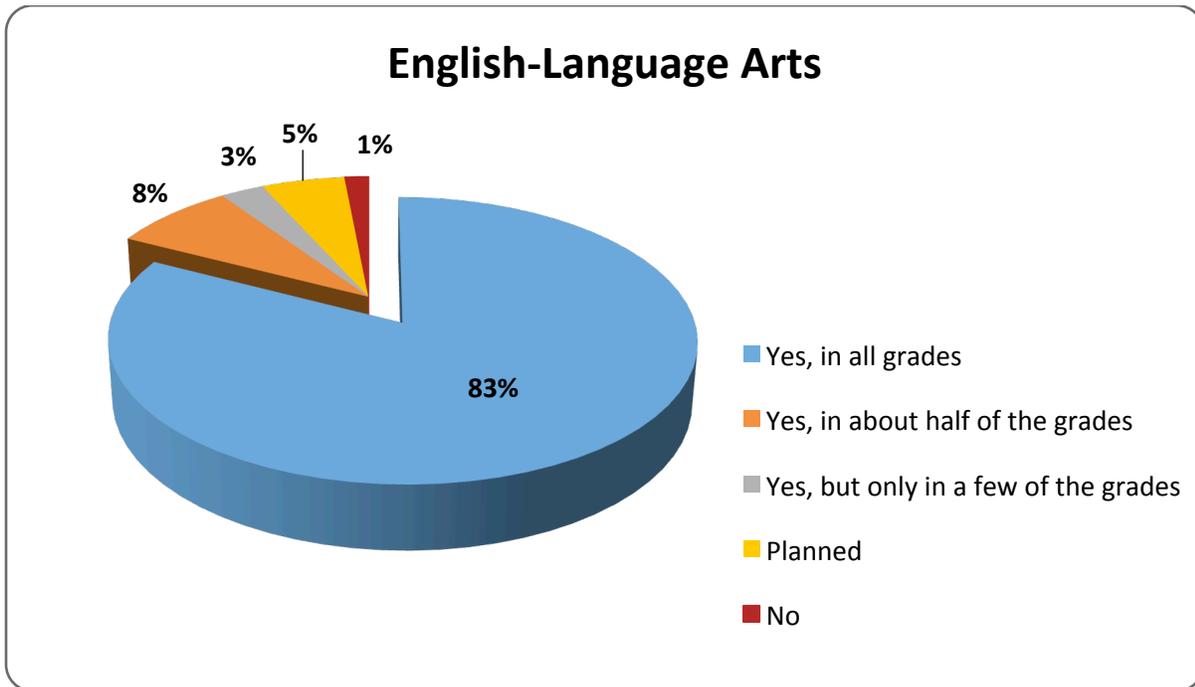
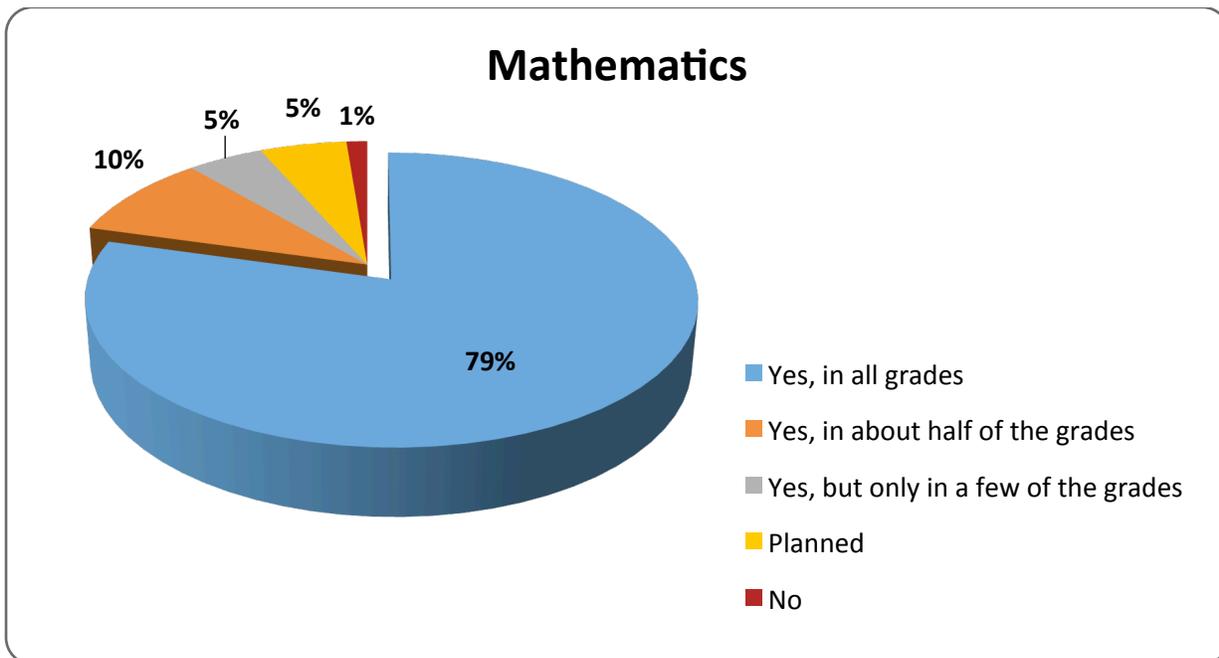


Figure 9
Extent of Discussions with Teachers About the Major Changes in the CCSS for Mathematics



Steps Toward Implementation of the CCSS

Substantially fewer school districts report that their work with the CCSS is beyond the awareness stage.

Just over half of the school districts that participated in the survey said that in all grades, in both ELA and mathematics, teachers understand the content, structure, and organization of the CCSS. About 13% of the school districts said they hadn't started this work yet. Similarly, just over half of school districts reported that in all grades teachers have examined the skills within the CCSS grade level standards in ELA and have studied the progressions in the CCSS grade level standards in mathematics.

Table 2
Percent of School Districts Reporting on the Level of Teacher Knowledge of the CCSS in English-language Arts and Mathematics

Survey Question	Yes, in all grades	Yes, in about half of all grades	Yes, but only in a few grades	Planned	No
English-Language Arts					
Teachers understand the content, structure, and organization of the CCSS in each grade level.	57%	21%	9%	10%	3%
Teachers have examined the skills within the CCSS grade level standards.	58%	18%	7%	13%	4%
Mathematics					
Teachers understand the content, structure, and organization of the CCSS in each grade level.	55%	21%	10%	11%	3%
Teachers have examined the skills within the CCSS grade level standards.	53%	20%	9%	14%	4%

About one-third of school districts reported that their teachers have created a scope and sequence for the CCSS in either ELA or mathematics for at least some grades. Over one-third of school districts report that this work is planned for the future and about one-quarter report that they are not planning to engage in this work.

Creating CCSS units or lessons, or aligning existing units or lessons to the CCSS, is being done in about half of school districts throughout the state. About 45% of school districts report that this work is either planned or has not yet taken place. For those

school districts that have created CCSS units or lessons or aligned current units or lessons to the CCSS, about 75% of them reported that the CCSS units and lessons across all standards and all grade levels will be in place in both ELA and mathematics by the 2014-15 school year.

Figure 10
Percent of School Districts Reporting Creation of CCSS Units or Lessons in ELA

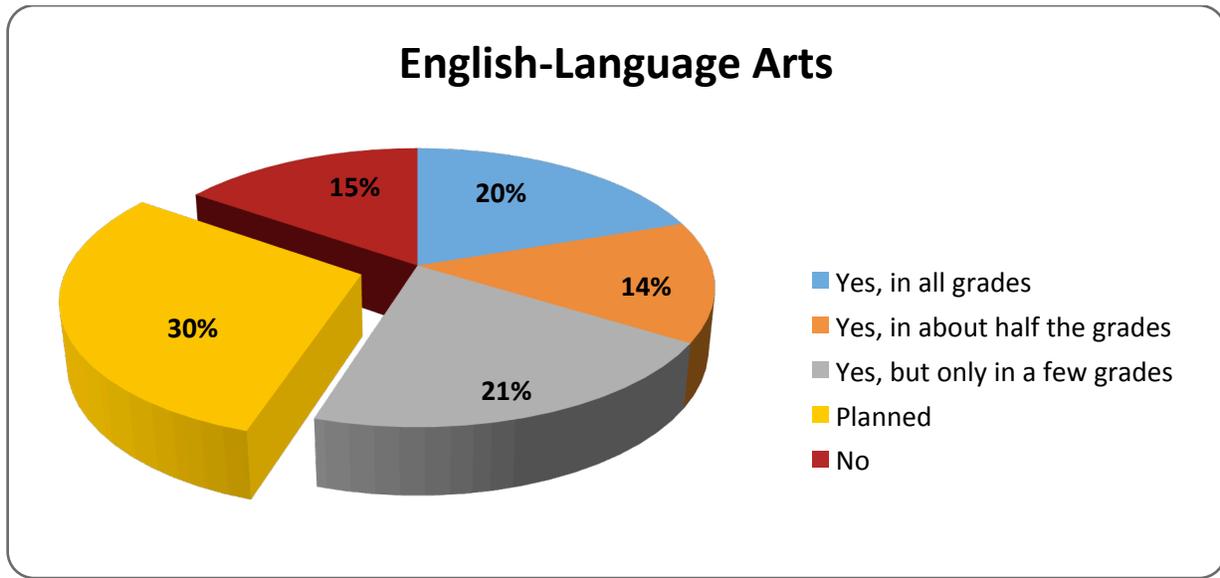
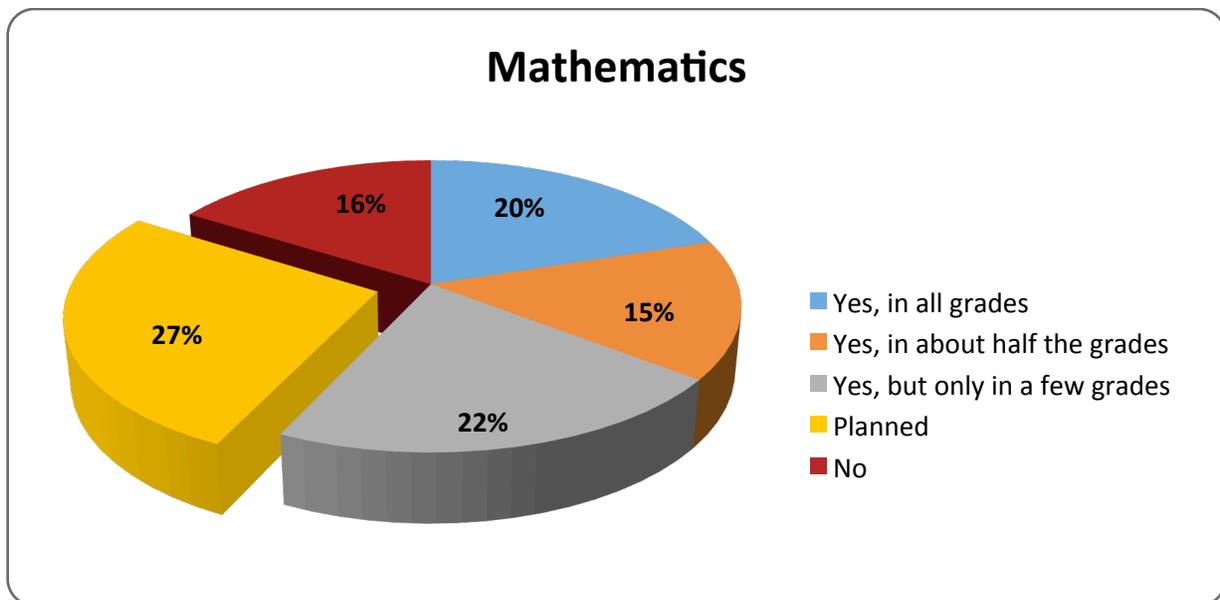


Figure 11
Percent of School Districts Reporting Creation of CCSS Units or Lessons in Mathematics



Time for review and discussion of CCSS-aligned units and lessons is an important part of continuous improvement and fine-tuning. The majority of school districts participating in the survey reported that their schools set aside time to review units and lessons after implementation and make adjustments as needed (see Questions 22 in Appendix A).

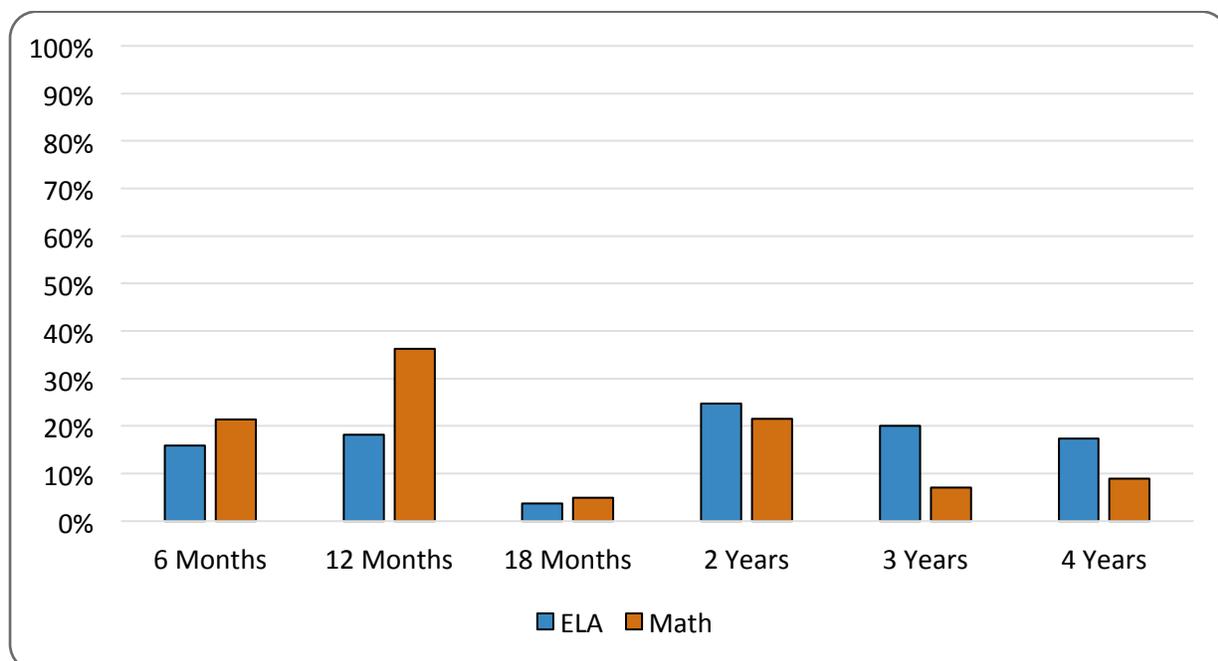
Similarly, most school districts also reported having a strong focus on professional learning communities and data-driven decision making. Nearly 80% of school districts reported that they “Agree” or “Strongly agree” with the statement that “grade level and content team collaborative conversations are focused on examining data and improving CCSS instruction” (see Question 23 in Appendix A).

Instructional Materials and Electronic Resources

Questions in this section asked school districts about the process they plan to use to review anticipated SBE-adopted, CCSS-aligned curriculum and instructional materials and their timeline for adoption of those materials. (See Questions 24 through 29 in Section V of Appendix A.)

In November 2012, January 2013, and July 2013, the SBE approved a list of instructional materials that were identified through the Supplemental Instructional Materials Review (SIMR) for both ELA and mathematics. About 25% of school districts reported using these supplemental instructional materials. Figure 12 shows the timeframe in which school districts anticipate purchasing CCSS-aligned materials in ELA and mathematics.

Figure 12
Expected Timeline for School District Purchases of CCSS-Aligned Instructional Materials in English-language Arts and Mathematics



As shown in Figure 12, 62% of school districts anticipate purchasing mathematics materials within the next 18 months. This coincides with the adoption schedule the SBE has planned. Just over one-third of districts anticipate purchasing ELA instructional materials within the next 18 months, a plan also reflecting the SBE anticipated timeframe for adoption of the CCSS ELA frameworks in May 2014.

In the meantime, the majority of school districts continue to explore and experiment with other materials and resources that are available, including technology enhanced or open source materials (88%).

Professional Development

The questions in this section of the survey asked about each school district’s plan for professional development for their teachers and administrators around the CCSS and the new assessments. (See Section VI in Appendix A, Questions 30 through 35.)

Nearly three-quarters of school districts reported having a CCSS professional development plan in place; about one-third of those plans have been approved by the local school board.

School districts are employing multiple strategies to implement professional development with their teachers and administrators. When asked about their strategy for sequencing professional development for their teachers and administrators, about one-third of districts said they phased in professional development “by content area,” and 30% said they provided professional development “all at once” to all teachers, in all grade levels, for both ELA and mathematics. Just less than 20% of school districts said they phased in their professional development “by grade level” and 8% said they phased it in “by school.”

Table 3 shows the proportion of both administrators and teachers who have received training in the CCSS in ELA and mathematics, separately. The majority of school districts report that all their site administrators have received training in the CCSS in both ELA (71%) and mathematics (68%). However, substantially fewer report that all their teachers have received training in ELA (42%) or mathematics (39%).

Table 3
Percent of School Districts Reporting on the Proportion of Site Administrators and Teachers Who Have Received Training in the CCSS

	Subject Area	All (100%)	Nearly all (>75%)	Most (51-75%)	Some (25-50%)	A few (<25%)
Site Administrators	ELA	71%	13%	5%	5%	6%
	Math	68%	14%	5%	6%	8%
Teachers	ELA	42%	24%	11%	14%	9%
	Math	39%	26%	11%	14%	11%

School districts were asked about the number of hours of training on the CCSS that are expected for both teachers and administrators. Not surprisingly, responses varied greatly. Most school districts reported an expectation for both teachers and administrators of about 40 hours per year. The majority of school districts reported that their teachers and administrators are expected to receive up to 40 hours of training per year; about 20% of school districts expect between 41 and 80 hours of training; and about 5% expect more than 80 hours of training per year.

School districts were asked to describe the focus of their professional development in both ELA and mathematics. In ELA, school districts have focused on reading informational text most often, followed by writing. About one-third of responding school districts reported that their professional development in ELA focuses on speaking and listening (see Figure 13). In mathematics, school districts report a slightly greater focus on the standards for mathematical practice than on the mathematics content standards (see Figure 14).

Figure 13
Percent of School Districts That Reported Focusing on Each Strand in Their Professional Development in English-language Arts

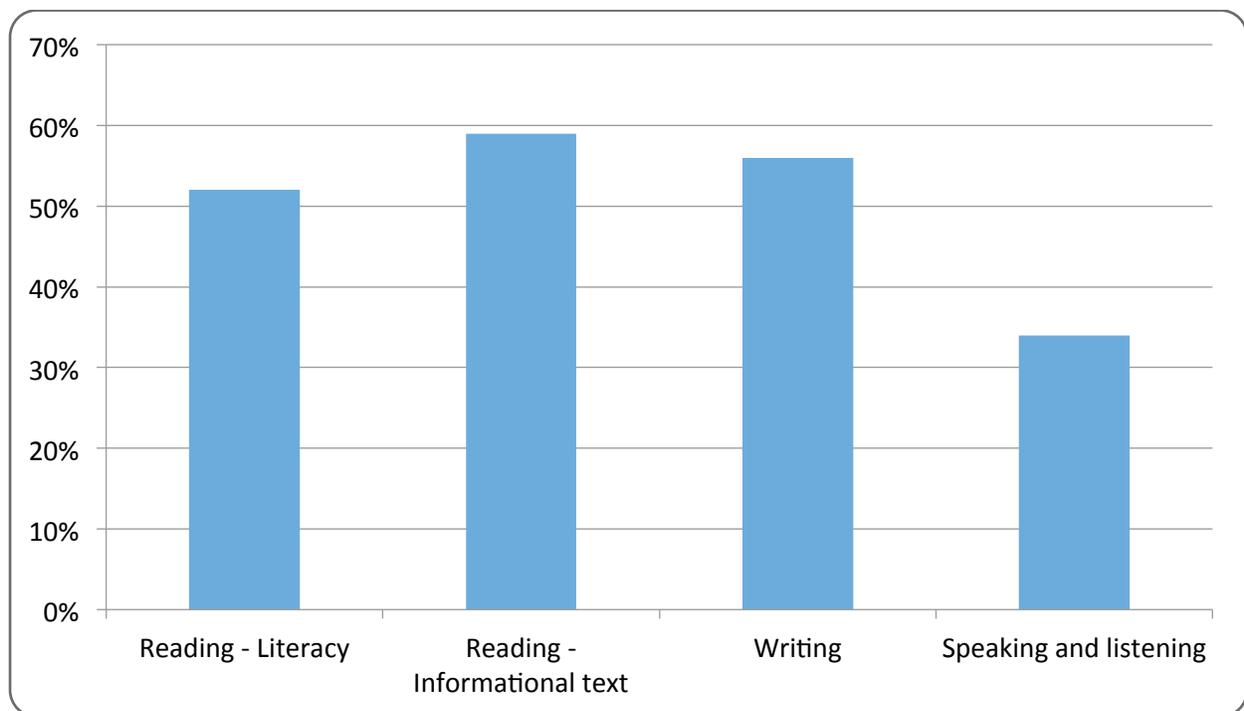
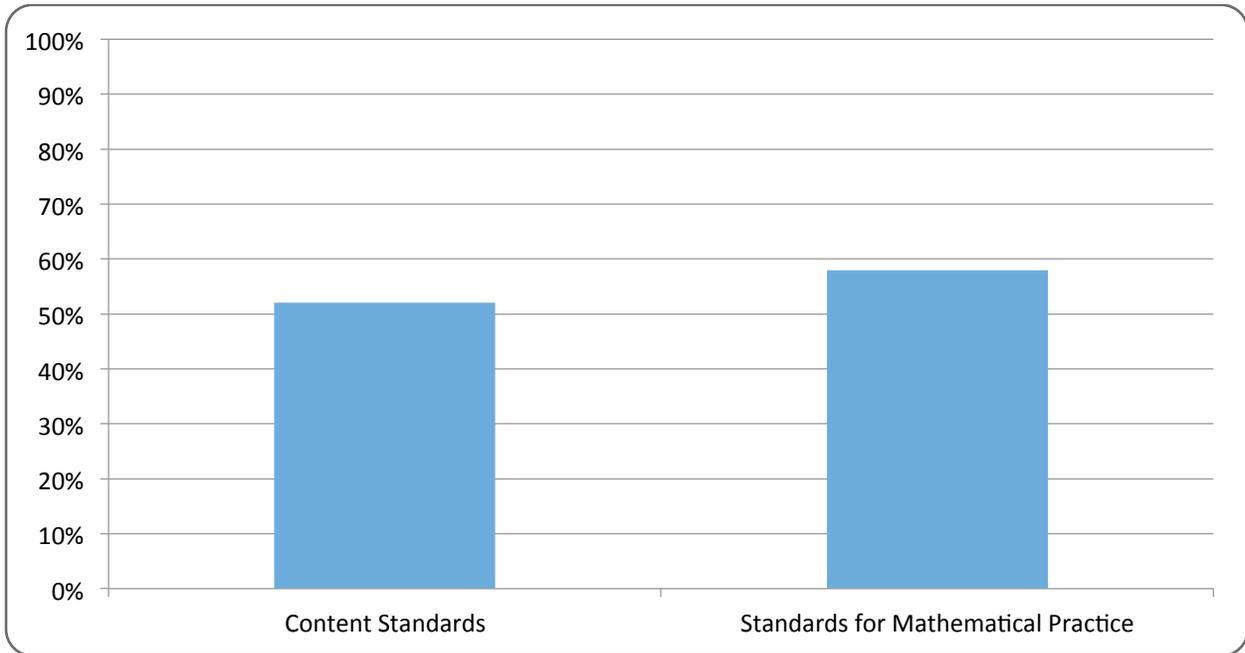


Figure 14
Percent of School Districts That Reported Focusing on Each Strand in Their Professional Development in Mathematics



Additional questions addressed other components of the professional development opportunities that school districts are providing for teachers and site administrators. Nearly all school districts are ensuring that the professional development opportunities provided for teachers offer opportunities for organized discussions around CCSS implementation issues, and more than 90% also report that they emphasize training on the new types of assessment items being developed by the Smarter Balanced Assessment Consortium (see Table 4).

Table 4
Percent of School Districts Reporting That Professional Development Includes a Focus on Various Components

Survey Question	Percent Responding "Yes"
Does the professional development contain opportunities for organized discussions around CCSS implementation issues?	97%
Does the professional development focus on the identified CCSS curriculum?	69%
Does the professional development include training on the new types of assessment items?	92%
Do you have some form of coaching in use or planned to support teachers in the implementation of the CCSS?	78%
Will you make use of technology-enhanced professional development including Web-based delivery methods and on-line collaboration?	81%

Focus on Special Populations

School districts were also asked about whether teachers have identified teaching strategies or resources to support the transition to the CCSS for students with disabilities and for English learner students. To date, about half of school districts report that teachers have focused specifically on CCSS implementation for these special populations of students.

Figure 15
Percent of School Districts Reporting That Teachers Have Identified Strategies and Resources to Support the Transition to the CCSS for Students with Disabilities

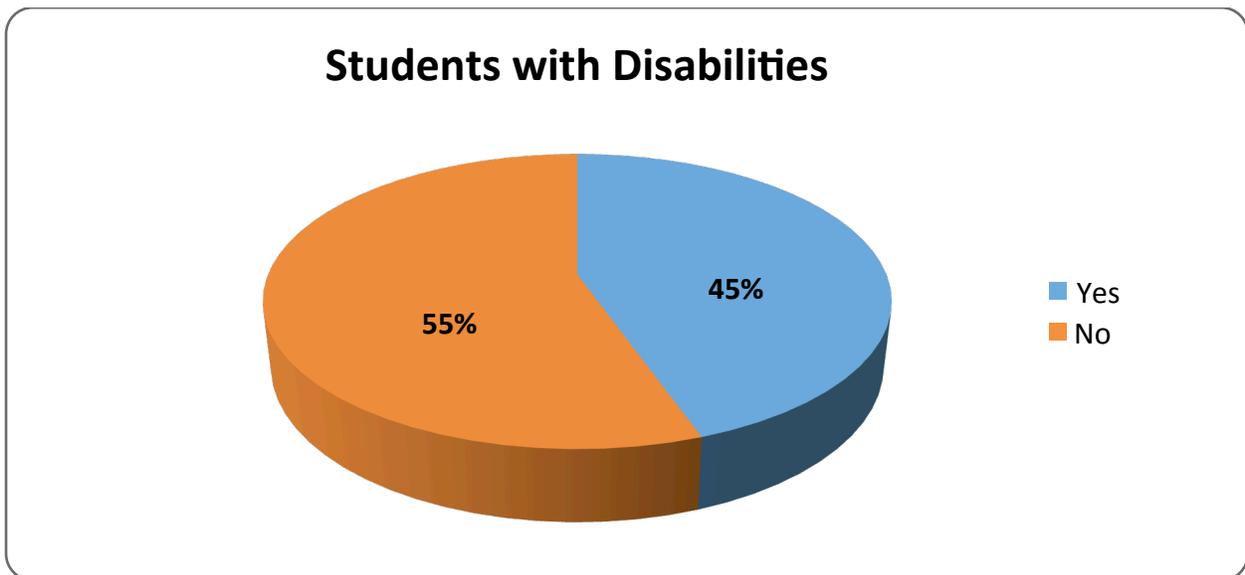
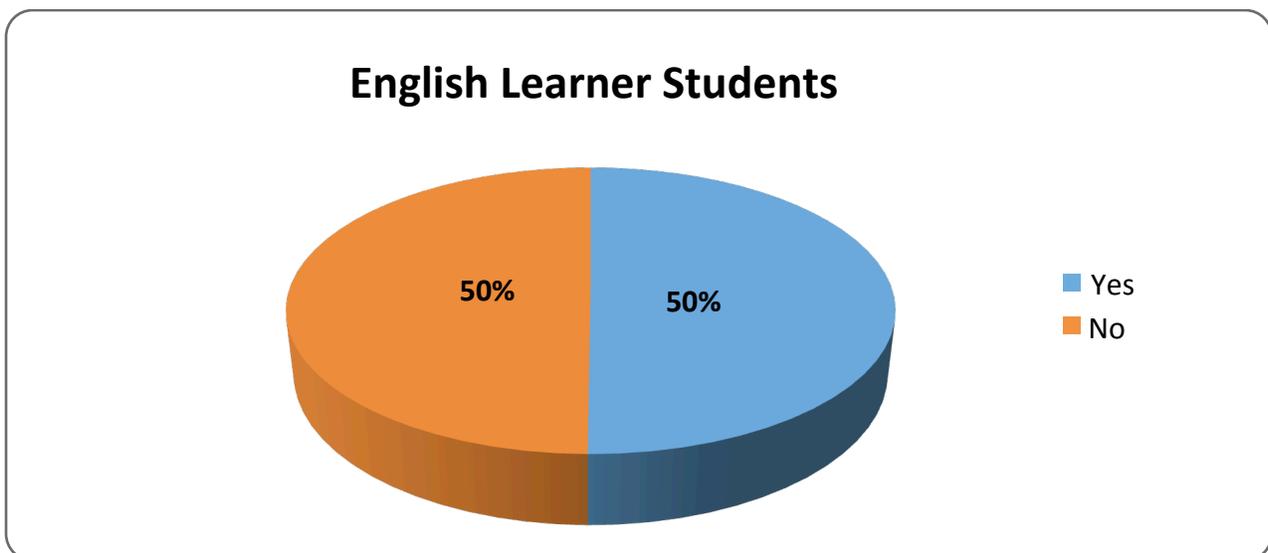


Figure 16
Percent of School Districts Reporting That Teachers Have Identified Strategies and Resources to Support the Transition to the CCSS for English Learner Students

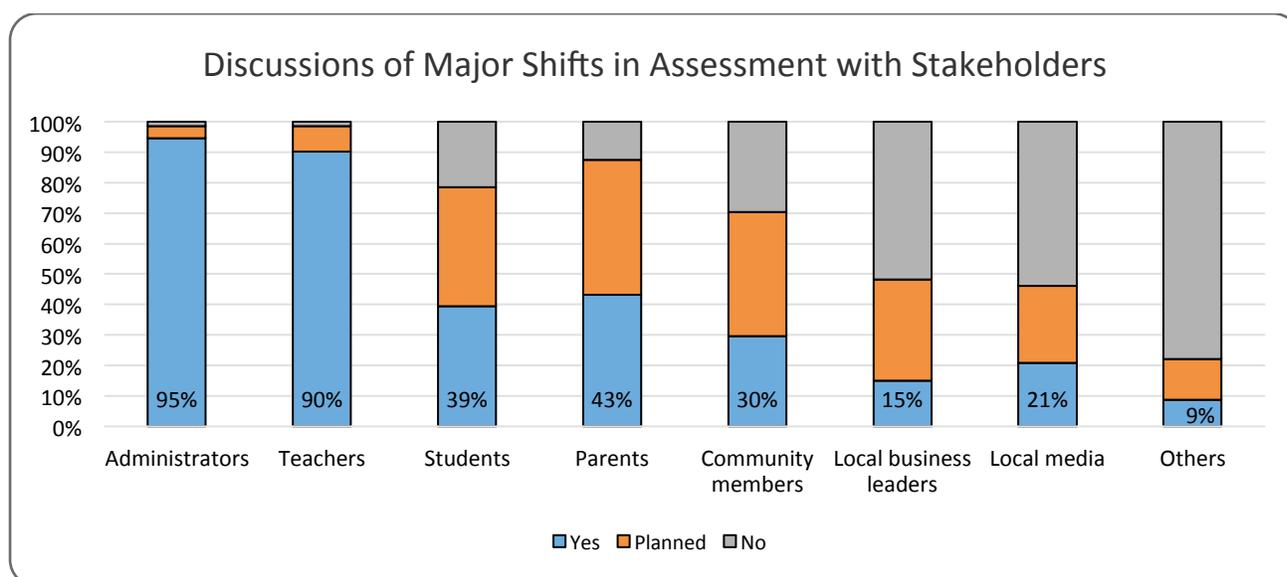


Common Core State Standards–Aligned Assessment

This section of the survey asked school districts about the stakeholders with whom they have discussed the major shifts in the CCSS-aligned assessments planned for operational administration in the 2014-15 school year and school district plans in the interim for addressing alignment issues with their district benchmark assessments (see Section VII in Appendix A, Questions 36, 37, and 38).

Most school districts have discussed the major shifts in assessment with administrators and teachers, but have not yet reached to other critical stakeholder groups like parents, students, community members, local business leaders, or local media as shown in Figure 17.

Figure 17
Percent of School Districts Reporting That They Have Discussed the Major Shifts in Assessment with Various Stakeholder Groups



School districts are eagerly awaiting the launch of the Smarter Balanced Assessment Consortium’s Digital Library of formative assessment tools and processes as well as the unveiling of the Consortium’s interim assessments. In the meantime, some school districts (37%) have allocated time and resources to evaluating their current interim or benchmark assessments with regards to the assessment expectations, and others have that work planned (34%). Some districts are also adding new items to their existing benchmark or interim assessments that better match the type of items and content that will be expected on the Smarter Balanced Assessment Consortium assessments in spring 2015. Just under 40% of districts report that they have already added new items to their existing benchmark assessments, and 39% plan to do so.

Technology to Support Instruction, Data, and Assessments

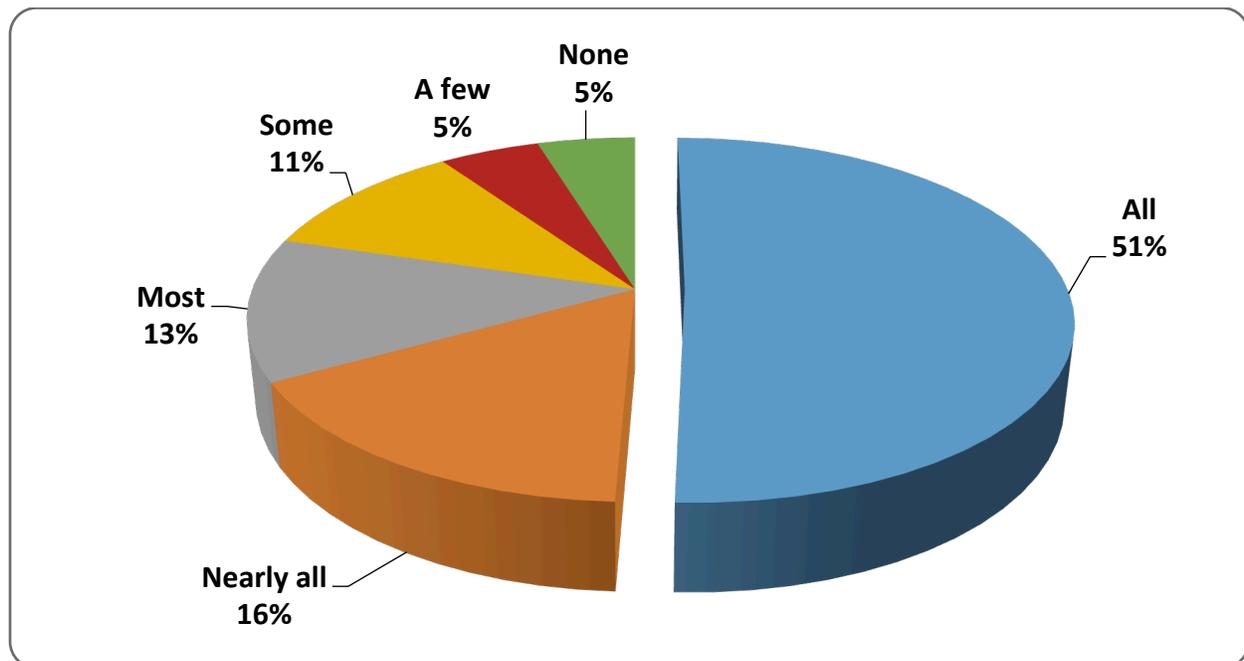
Survey questions in this section focused on school districts' level of technology readiness to administer the new computer-adaptive assessments and their level of planning with regard to various aspects of technology. (See Section VIII of Appendix A, Questions 39 through 44.)

Because of the computer-adaptive nature of the new assessments being offered through the Smarter Balanced Assessment Consortium, concerns exist throughout the state about school districts' readiness to assess all students using computers in spring 2014 for Smarter Balanced field testing and in spring 2015 for the first operational assessment.

About 80% of school districts reported that they have completed the Smarter Balanced Technology Readiness Tool Survey with most of them doing so in 2013. This survey is critical to the state gaining knowledge about the technology readiness of school districts and the deployment of additional resources.

Most school districts believe that nearly all their school sites have the appropriate level of connectivity to administer the Smarter Balanced computer-adaptive assessments. About two-thirds of the districts reported that "All" or "Nearly All" of their schools have the appropriate level of connectivity to administer the Smarter Balanced assessments.

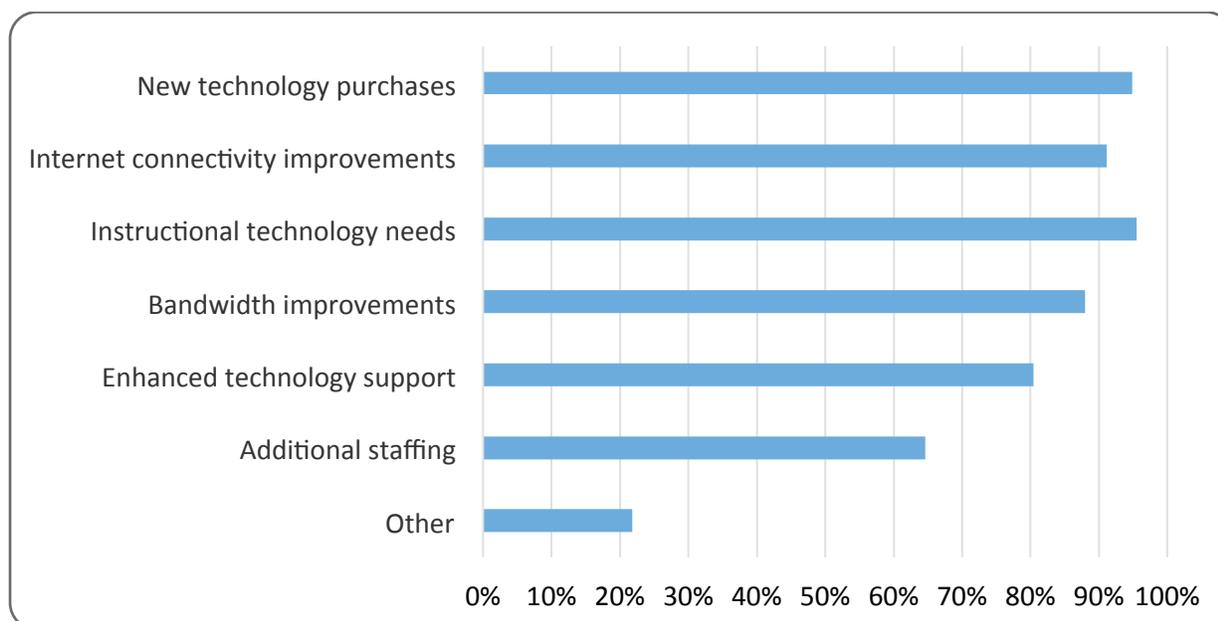
Figure 18
Percent of Districts Reporting on the Appropriate Connectivity Level for Their School Sites



Just over one-third of school districts have updated their technology plan to include information about the CCSS and the Smarter Balanced assessments. Figure 19 shows the essential areas where school districts have updated their technology plans.

Over 90% of school districts that reported updating their technology plan have sections of that plan that address new technology purchases (95%), instructional technology needs (96%), and Internet connectivity improvements (91%). Slightly fewer than 90% of school districts reported that their technology plans include a section addressing bandwidth improvements. The majority of school districts also reported that the technology plan includes methods to address enhanced technology support and additional staffing to support integration of technology and maintenance of technology infrastructure.

Figure 19
Percentage of School Districts Reporting That Their Technology Plan Addresses Each Area

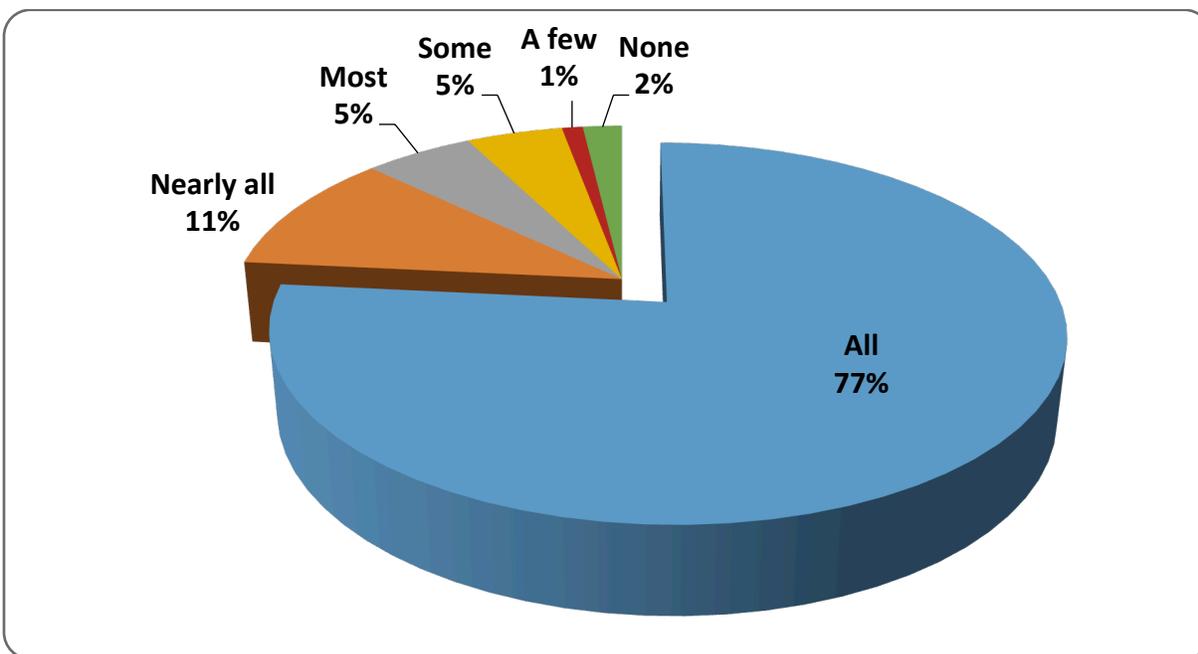


About 60% of school districts report that they are offering keyboarding skills to their students this year.

- About 25% are offering keyboarding skills to their Kindergarten and grade one students.
- About one-third are offering keyboarding skills to their students in grades two through eight.
- About 10% are offering keyboard skills to students in high school grades.

Three-quarters of school districts report that they expect all their schools to assess students with computers during the 2014-15 school year. Only two percent of school districts said they plan to test all of their students in 2014-15 with paper-pencil assessments.

Figure 20
District Expectations Regarding the Proportion of Schools That Will Assess Students Using Computers in 2014-15



Assistance and Support

This section of the survey included a few open-ended questions designed to elicit from school districts sharing of promising practices around CCSS implementation, the biggest challenges they have faced in their CCSS implementation experience, and areas of needed assistance and/or support (see Questions 45 through 49 in Section IX of Appendix A). A question was also included that asked about school district plans for spending their one-time CCSS implementation funds.

Most of the school districts plan to spend their share of the one-time CCSS implementation funds fairly evenly across technology, professional development, and instructional materials. Only 10% said they planned to spend 75% or more of their CCSS funds on technology, and even fewer said that they would spend that much on either professional development or instructional materials.

Table 5
Expected Allocation of One-time CCSS Funds

Spending Category	All (100%)	Nearly all (>75%)	Most (51-75%)	Some (25-50%)	A few (<25%)	None (0%)
Technology	2%	8%	21%	48%	14%	7%
Professional Development	2%	5%	18%	51%	17%	6%
Instructional Materials	1%	3%	11%	54%	21%	10%

School districts were also asked to describe their biggest challenges in implementing the CCSS and the assistance that they feel they need in preparation for the CCSS and the new assessments.

Not surprisingly, the most frequently mentioned challenges focused on time and resources. School districts commented about there being too much going on at one time, making it challenging to meet all the expectations, even more so with limited resources and yet-to-be determined regulations around the uses of the local control funding. School districts also talked about the insufficiency of resources to accomplish all the expected goals. Even with the one-time CCSS implementation dollars, school districts comment that they will still struggle to identify sufficient resources for needs across so many areas, including instructional materials aligned to the CCSS and needed supports in terms of professional development and technology to support full implementation of the CCSS and the CCSS-aligned assessment system. And a majority of school districts indicated that they plan to leverage Local Control Funding Formula (LCFF) dollars to assist with CCSS implementation.

Technology needs also emerged as one of the most frequently mentioned challenges for school districts. School districts commented on issues related to technology infrastructure, bandwidth issues, and Internet connectivity for administering the computer-adaptive assessments.

And finally, school districts identified the increased rigor in the instructional shifts as a challenge as well as the lack of CCSS-aligned curriculum.

The same topics school districts identified as their biggest challenges were also evident when asked what assistance and/or support they felt they needed to prepare for the CCSS and Smarter Balanced assessments. Time and money topped the list. While school districts are very appreciative of the one-time CCSS implementation funds, many mentioned urgent needs that will require more than the one-time CCSS funds to address.

Other frequently mentioned areas of needed assistance and/or support include:

- Assistance navigating the upcoming textbook adoption process
- Access to a system of support and resources, including guides, templates, and samples for things such as CCSS implementation plans, scope and sequence documents, pacing guides, lesson plans, instructional units, communication with key stakeholders, and leadership development
- High-quality, affordable professional learning for teachers and administrators
- Support for the revision of technology plans, the vetting of technology resources offered through vendors, and learning from the successes and challenges of school districts that may be “ahead of the game” in CCSS implementation
- Support for CCSS implementation with unique student populations like English learner students and students with disabilities

A common theme evident in the comments is that school districts are not interested in “reinventing the wheel.” In times of financial stress, school district leaders recognize the tremendous value in sharing experiences and offering “lessons learned” from school districts that are “ahead of the game” to school districts that are earlier in their CCSS implementation.

Conclusions and Recommendations

Results from this survey of over 800 school districts throughout California provide concrete and actionable data for state policy makers, county offices of education, school district leaders, and other stakeholders.

As expected, California school districts are in various stages of implementation of the CCSS. About half of school districts have formal, written plans that articulate the activities and outcomes of CCSS implementation over time. However, all school districts that participated in this survey, whether they reported having a formal, written plan or not, are engaged in some work around CCSS implementation.

While awareness of the CCSS among site administrators and teachers is high, the level of implementation of the CCSS in classrooms, as indicated by several survey questions, is substantially lower. Only about half of school districts report that they believe all their teachers in all grades understand the content, structure, and organization of the CCSS in either ELA or mathematics. About 45% of school districts report that work on creating CCSS units or lessons, or aligning existing units or lessons to the CCSS, is planned or will not take place. These survey responses indicate a need for providing guidelines, templates, and examples of scope and sequence plans and for development of CCSS units or lessons, or for evaluating the alignment of existing units and lessons. It is clear that a great deal more work must be done in the area of curriculum.

While slightly more school districts have chosen to go with an integrated sequence rather than a traditional sequence, over 40% of school districts have yet to select a mathematics sequence. This finding, combined with responses from questions about

school districts' plans to accelerate mathematics instruction in middle and high schools, indicates the need for greater understanding about the acceleration and pathway options outlined in the Curriculum Framework.

About 60% of school districts report that they will adopt CCSS-aligned materials in mathematics over the next 18 months, and many school districts provided comments in their survey responses that they would benefit from assistance navigating the textbook adoption process.

School districts also appear to be in need of additional assistance for implementing the CCSS with special populations like English learners and students with disabilities. Only about half of school districts reported that their teachers have identified strategies or instructional resources to support the transition to the CCSS for these student groups. This is a clear opportunity to provide greater support in implementation of the English Language Development (ELD) standards along with the CCSS in ELA.

Communication about the CCSS and about the shifts expected for the CCSS-aligned assessments is not occurring consistently with parents, students, local business leaders, or local media. School districts must re-double their efforts to communicate with these critical stakeholder groups immediately and certainly before the spring 2014 administration of the Smarter Balanced field test that will impact all students in grades three through eight and grade eleven. This is definitely an area where a sense of urgency and collaboration is a must.

Even though technology continues to present challenges to school districts throughout the state, school district leaders are optimistic that they will be ready to assess all students in all schools on the Smarter Balanced computer-adaptive assessments in 2014-15. That said, many school district leaders expressed needs for assistance and support in reviewing and updating their technology plans, for navigating the plethora of technology resources available for purchase, and leveraging other resources that may be able to assist in addressing the technology gaps in schools.

Participating in the Smarter Balanced pilot test in spring 2013 helped school districts identify technology needs in terms of hardware, bandwidth, and Internet connectivity issues, as well as technology access needs of their students. One of the main findings from participation in the Smarter Balanced pilot testing was that students in all grade levels needed additional keyboarding skills in order to access and succeed on the computer-adaptive assessments. About 60% of school districts report offering keyboarding skills to their students this school year. More information is needed to ascertain the methods by which school districts are providing their students with these keyboarding experiences and how those experiences will impact their testing experience next spring.

School districts identified state-provided and COE-provided resources as being instrumental to their implementation of the CCSS, but additional needs for full-scale implementation of the CCSS remain. Time and resources always prove to be the most significant challenges to the implementation of any educational initiative, and

implementation of the CCSS is no different. Many school district leaders also expressed a desire for documents that provide guidelines, templates, or samples for CCSS implementation in areas like scope and sequence, pacing guides, lesson plans, and instructional units.

The survey results demonstrate that there is an abundance of work still to be done in order to successfully implement the CCSS in over 10,000 schools and with more than 6.2 million students. In a state the size of California, this can only be accomplished through collaboration with all of the stakeholders.